

# Unit Planning Guide: Grade   1   Unit   4   of

Unit Title: Supporting Opinions	Pacing (Duration of Unit): 5 weeks
Grade: 1	Buffer Day(s): 1 week

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

**W.1.1** Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.5.** With guidance and support from adults, focus on the topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

\*Continue to teach grade level phonemic awareness and phonics as necessary.

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic (in illustrations, descriptions, or procedures).

These are MPI examples for EPL 3

- State and explain an opinion with a partner or small groups
- Compare similar texts on the same topic using a chart/Venn diagram
- Compare and contrast characters using a Venn Diagram

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Opinions must be backed with evidence to support them
- Comparing and contrasting two texts or parts of texts require analysis and synthesis of information.

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- Same or different? You decide.
- How can we use evidence to persuade others?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know that...*

- Opinions need support/evidence
- multiple texts, characters and events can be compared/contrasted

**Key Academic Vocabulary:**

- topic
- conclusion
- opinions
- contrast
- character
- traits

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- **composing** an opinion orally and in writing (evaluation)
- **supporting** an opinion (evaluation and synthesis)
- **comparing/contrasting** characters (comprehension, application, synthesis)
- **comparing/contrasting** texts (comprehension, application, synthesis)
- **using** common conjunctions (knowledge and application)
- **distinguishing** long and short vowels in single syllable words

- events
- text
- similarity